FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MARGARET K. LEWIS EXCEPTIONAL SCHOOL

District Name: Bay

Principal: Britt Smith

SAC Chair: Susan Barthelemy

Superintendent: William Husfelt, III

Date of School Board Approval:

Last Modified on: 10/10/2012



Gerard Robinson, Commissioner Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor K-12 Public Schools Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Lori Hast	B.S., Psychology M. Ed., Elementary Education Certifications: Elementary Education K-6 Reading Special Education PreK-12 National Board Certified in Language Arts/Reading ESOL and Gifted Endorsed		2	2011-2012 Administrative Assistant, Oakland Terrace Elementary School, Grade D 2010-2011, Administrative Assistant, Oakland Terrace Elementary School, Grade C
					2006-07, Seminole County Public Schools, Lawton Chiles Middle School, Grade A, Achieved AYP Other Administrative Experience Seminole County Public Schools

Principal	Britt Smith	B.S., Mental Retardation/Special Education. M.Ed., Educational	1	20	2011-2007 Executive Director, Exceptional Student Support Services, School District Rated A 2007-2004 Principal, Rosenwald School, Special Education School, School Not Graded Bay District Schools 2004-2001 Principal, Margaret K. Lewis School, Special Education School Not Graded
		Leadership			Orange County Public Schools 2001-1999 Principal, Silver Star Center, Special Education School, Not Graded 1999-1998, Principal, Hospital/Homebound School, Not Graded 1998-1997, Senior Director, Exceptional Student Education Services Department 1997-1993, Principal, Gateway School, Special Education School, Not Graded 1993-1992, Assistant Principal, Magnolia School, Special Education School, Not Graded

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
	NONE				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Principal will meet regularly with new teachers.	Principal	June, 2013	
2	2. New teachers will be partnered with veteran staff.	Assistant Principal	August 2012	
3	3. New teachers will participate in Bay District's New Teacher Induction Program.	Assistant Principal	June, 2013	
4	4. ESOL Endorsement and Reading Endorsement opportunities provided to all staff members via Bay District initiatives.	Principal, Assistant Principal	June, 2013	
5	5. Teachers will participate in instructional strategies professional development sessions.	Principal, Assistant Principal, Teachers	June 2013	
6	Teachers will meet in learning communities/like grade groups with school administrators to discuss instructional straties, challenges, and discuss student performance data.	Principal, Assistant Principal, Grade Level Chairs, Teachers	June 2013	
7	Teachers and administrators will meet to review/discuss curriculum resources and alignment to Access Points for students pursuing a Special Diploma.	Principal, Assistant Principal, Teachers	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

^{*}When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
.02% (1)	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers		% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed	% National Board Certified Teachers	% ESOL Endorsed Teachers
23	8.7%(2)	21.7%(5)	30.4%(7)	39.1%(9)	30.4%(7)	95.7%(22)	0.0%(0)	13.0%(3)	0.0%(0)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee	Rationale	Planned Mentoring
	Assigned	for Pairing	Activities
Cathy Anderson (District- Contracted ESE Mentor Teacher)	Beginning teachers and AC or PSC teachers who may need support.	Mrs. Anderson's services are provided to any new teacher and any AC or PSC teacher who may need an experienced teacher's support.	Support will be provided in areas of the classroom teacher's specific needs. In addition, because we are an all ESE school, our new teachers will be trained in Horizons (our county's IEP software); the development and maintenance of student IEPs; Crisis Prevention/Intervention (CPI); the implementation of instructional resources to support the curriculum (Unique Learning Systems); and the Positive Behavior Support (PBS) System.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

School level Title I, Part A funds are being used to support instructional technology and parental involvement at Margaret K. Lewis School. Our Title I allocation this year is \$17,226.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

Title II

The Bay District Schools Office of Staff Development provides the school with staff development opportunities, materials, and resources related to increasing student achievement. The Bay District Schools Office of Staff Development also provides Staff Training Specialists to deliver staff development for instructional staff and administrators.

Title III

Services are provided through the district for education materials and ELL support services to improve the education of immigrant and English Language Learners. Translation services are available through the district, if needed.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

The Bay District School Board has an approved policy on "Bullying, Harassment, or Cyberstalking" (Policy 7.2.7). This policy is reviewed annually, during Pre School Inservice by the administrative and instructional staff at each school. Each school has a Character Education Plan in place. Character Education Plans support the prevention of violence and foster a drug free learning environment. Margaret K. Lewis School is a Positive Behavior Supports, PBS, school. As a PBS school a variety of strategies and data are reviewed monthly by the PBS team to address bullying as well as other disruptive behaviors.

Nutrition Programs

All students who qualify for free or reduced lunch, in accordance with federal guidelines, are provided breakfast and lunch at the school site.

Housing Programs

NA

Head Start

There are two pre-K Head Start classrooms located on MKL in Millville's site. These programs provide early intervention for four-year old students from the Millville Community. Students from outside the community will be accepted from a waiting list. In addition, a Headstart program serving two-three year olds is housed on our campus.

Adult Education

District provides Adult Education Services via Haney Vocational School.

Career and Technical Education

Vocational Rehabilitation has agreed to fund a Job Coach position to be used at Margaret K. Lewis School. This position will assist with job training and placement of students into jobs and careers of their preference and abilities.

Job Training

Students in our MKL Academy (18-22 years old) who have received their special diploma, apply for and work in positions in our school and in the district's main office. Some of the jobs they have done are laundry, clerical assistant, cafeteria assistant, and custodial. We are continually pursuing other areas for these young adults to gain skills.

Other

NA

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

This is not applicable for students attending Margaret K. Lewis School in Millville as all students in grades K-12 are identified as being students with disabilities with the vast majority being moderate to severe/profound Intellectual Disabilities.

escribe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). Ho ith other school teams to organize/coordinate MTSS efforts?	w does it wo
NA .	
escribe the role of the school-based MTSS Leadership Team in the development and implementation of the school an. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?	improvemen
NA	
MTSS Implementation————————————————————————————————————	
escribe the data source(s) and the data management system(s) used to summarize data at each tier for reading, clence, writing, and behavior.	mathematics
NA	
escribe the plan to train staff on MTSS.	
NA	
escribe the plan to support MTSS.	
teracy Leadership Team (LLT)	
School-Based Literacy Leadership Team	
lentify the school-based Literacy Leadership Team (LLT).	
The school based Literacy Leadership Team is comprised of the grade group chairs, school administration and med specialist.	dia
escribe how the school-based LLT functions (e.g., meeting processes and roles/functions).	
The LLT meets monthly during grade group chair meetings to discuss and review student data as well as other is: to literacy within the school.	sues related

Public School Choice

related strategies.

Supplemental Educational Services (SES) Notification View uploaded file (Uploaded on 8/29/2012)

What will be the major initiatives of the LLT this year?

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

The major initiative for this school year will be the implementation of the Four Blocks Reading professional development and

Margaret K. Lewis is a special needs school serving students ages 3 to 22 years of age. MKL works with Child Find to identify students early and get them placed appropriately. There is not a traditional transition from a Pre-K program to MKL because students are referred for placement at MKL. However, the nature of MKL means that classes are multi-age/grade level and

transition is embedded into the curriculum for all of our students as we strive to assist them in meeting goals to move to the next level.

MKL traditionally has a transition fair/family night where we invite community resource providers to share information about their services to our parents. This is an effort to assist parents in gaining knowledge of resources available to them and their child as they transition from the school environment to adult life. Additionally, MKL has built our school website to include information about available resources so that parents can access resource information more easily. MKL's Academy conducts quarterly parent-student workshops/information sessions designed to address priority parental topics related to the transition of students from school to work and the community.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

NA

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

NA

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

NA

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading proficiency at MKL will increase by at least three Reading Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: Based on Florida Alternate Assessment data, twenty-two or Based on Florida Alternate Assessment data, 39 percent of 36 percent of the students in grades 3-10 assessed in the students in grades 3-10 assessed in reading will achieve reading achieved level 4 or greater. level 4 or greater. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy Responsible **Evaluation Tool** Effectiveness of for Strategy Monitoring No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment:

Students scoring at Levels 4, 5, and 6 in reading.

Reading Goal #1b:

2012 Current Level of Performance:

Based on Florida Alternate Assessment data, twenty-two or 36 percent of the students in grades 3-10 assessed in reading will achieve level 4 or greater.

Based on the analysis of students and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

Reading proficiency at MKL will increase by at least three percent.

Based on Florida Alternate Assessment data, 39 percent of the students in grades 3-10 assessed in reading will achieve level 4 or greater.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of progress monitoring assessment to assess student growth and revise instructional programs.	acquire developmental appropriate measures of	Principal, Administrative Assistant, Grade Level Chairs	Conduct comparative analysis between growth on Brigance and increased student performance on Florida Alternate Assessment.	Data Comparision
2	Lack of or inconsistent use of resources to support instructional programs and curriculum.	similar grade pairings to	Principal, Administrative Assistant, Teachers		Curriculum/Resource guide aligned to standards.
	Significant student misbehaviors prevent		Behavior Analyst, Principal,	Data reviews to identify loss of instructional time	School moniotored Positive Behavior

^{*} When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

3	blocks of instruction reviews to schoolwide Assis		Administrative Assistant, Posit Behavior Suppo Team	and strategies five minimize these rts interuptions.	to	Supports Data			
4	Variable communicati skills/abilities of vario learners.	· ·	tudent	Speech-Langua Pathologists, Teachers	ge Review of comm progress/effecti		Speech Language Pathologist and teacher data.		
	d on the analysis of st provement for the follo		lata, and re	eference to "Gui	ding Questions", ide	entify and	define areas in need		
	FCAT 2.0: Students sell 4 in reading.	coring at or above A	Achievem	ent					
Read	ding Goal #2a:								
2012	2 Current Level of Pe	rformance:		2013 Expe	cted Level of Perfo	ormance:			
		Problem-Solving	Process t	to Increase Stu	udent Achievemen	t			
			D	erson or					
Anti	cipated Barrier S	Strategy	Po Ro fo	osition esponsible	Process Used to Determine Effectiveness of Strategy	Eva	Evaluation Tool		
				ata Submitted					
	d on the analysis of st		ata, and re	eference to "Gu	ding Questions", ide	entify and	define areas in need		
	Florida Alternate Ass lents scoring at or ak ling.		_evel 7 in						
Read	ding Goal #2b:								
2012	2 Current Level of Pe	rformance:		2013 Expe	2013 Expected Level of Performance:				
		Problem-Solving	Process 1	to Increase Stu	udent Achievemen	t			
Anticipated Barrier Strategy Posi Resp for				osition esponsible	sition process Used to Determine Effectiveness of Stratogy				
				ata Submitted		l			
I .									
	d on the analysis of st aprovement for the follo		lata, and re	eference to "Gu	ding Questions", ide	entify and	define areas in need		
	FCAT 2.0: Percentage s in reading.	e of students making	g learning						

Reading Goal #3a:

2012 Current Level of Performance:				2013 Expected Level of Performance:				
	Problem-Solvir	ng Process to I	ncrease S	tudent Achievement				
Anticipated Barrier	for			Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
		No Data	Submitted					
Based on the analysis of fimprovement for the factorial Alternate Apercentage of student	following group:		rence to "G	uiding Questions", identi	ify and define areas in ne			
eading. Reading Goal #3b:	a making zaariing e	anis in						
2012 Current Level of	Performance:		2013 Exp	pected Level of Perforn	nance:			
	Problem-Solvir	ig Process to I	ncrease S	tudent Achievement				
Anticipated Barrier	Strategy	Posit Resp for	on or tion tionsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
		No Data	Submitted		1			
Based on the analysis of fimprovement for the factor and the factor of the factor and the factor of	following group: ge of students in Low		rence to "G	uiding Questions", identi	ify and define areas in ne			
Reading Goal #4:	5							
2012 Current Level of Performance:				2013 Expected Level of Performance:				
	Problem-Solvir	ng Process to I	ncrease S	tudent Achievement				
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
			Submitted		,			

Based on Amb	itious but A	chievable Annual	Measurable (Objecti	ives (AMOs)), AMO-2, F	Reading and Ma	ith Pe	erformance Target
			Reading Goa	al#					
	ojectives (AM	able Annual MOs). In six year chievement gap							_
Baseline data 2010-2011	2011-201	2 2012-2013	2013-20	014	2014	l-2015	2015-2016		2016-2017
		student achieveme	ent data, and	d refer	ence to "Gu	uiding Ques	tions", identify	and o	define areas in need
	an, America	by ethnicity (Wh an Indian) not m reading.							
Reading Goal	#5B:								
2012 Current	Level of Pe	erformance:			2013 Expe	ected Leve	el of Performar	nce:	
		Problem-Sol	ving Proces	ss to L	ncrease St	udent Ach	ievement		
Anticipated E	3arrier	Strategy	for		Process Used to		е	Eval	luation Tool
			No		Submitted			'	
		student achieveme		d refer	ence to "Gu	uiding Ques	tions", identify	and o	define areas in need
_	0 0	earners (ELL) no	t making						
satisfactory p Reading Goal		reading.							
2012 Current	Level of Po	erformance:			2013 Expe	ected Leve	el of Performar	nce:	
		- Droblom Sol	vina Proces	es to Li	noroaso St	udopt Ach	iovoment		
		Problem-Sol	virig Proces	1		udent ACN	пелеппепп		
Anticipated E	3arrier	Strategy	for			Process U Determin Effectiver Strategy	е	Eval	luation Tool
		1	No		Submitted	1		-	

Based on the analysis of s of improvement for the fol	student achievement data, and Ilowing subgroup:	d refer	ence to "Gu	uiding Questions", identify	and define areas in need
	oilities (SWD) not making				
satisfactory progress in	reading.				
Reading Goal #5D:					
2012 Current Level of Pe	erformance:		2013 Expe	ected Level of Performan	nce:
	Problem-Solving Proces	ss to I	ncrease St	udent Achievement	
Anticipated Barrier	ed Barrier Strategy Posi Resp for		on or tion ponsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data S	Submitted		
Based on the analysis of s of improvement for the fol	student achievement data, and Ilowing subgroup:	refer	ence to "Gu	uiding Questions", identify	and define areas in need
5E. Economically Disadv satisfactory progress in	vantaged students not maki n reading.	ng			
Reading Goal #5E:					
2012 Current Level of Pe	erformance:		2013 Expected Level of Performance:		
	Problem-Solving Proces	s to I	ncrease St	udent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data S	Submitted		

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade	PD Facilitator and/or PLC Leader	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Four Blocks of Reading	K-Adult	II Ori Hast	 Community	Iduring statt and	Lori Hast Britt Smith

Reading Budget:

Evidence-based Program(s)/Mater	ial(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Four Blocks of Reading Professional Development Study Group	Workshop for teachers to increase knowledge and skills necessary to implement the Four Blocks of Reading Program (note this program also addresses writing for our student population)	Title 1	\$2,410.00
	-	-	Subtotal: \$2,410.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Media Center Paraprofessional	Dedicated paraprofessional to assist students with development of literacy skills and access to media resources	Title 1	\$12,603.00
Instructional materials	Acquisition of additional instructional materials to icrease literacy skills and reading proficiency.	Title I	\$2,000.00
			Subtotal: \$14,603.00
			Grand Total: \$17,013.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

CELLA Goal #1:

1. Students scoring proficient in listening/speaking.

2012 Current Percent of Students Proficient in listening/speaking:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool							
	No Data Submitted										
Students read in English	at grade level text in a man	ner similar to no	on-ELL students.								
2. Students scoring pr	oficient in reading.										
CELLA Goal #2:											
2012 Current Percent	of Students Proficient in re	eading:									
	Problem-Solving Proces	s to Increase S	tudent Achievement								
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool							
	No	Data Submitted									
Students write in English	n at grade level in a manner	similar to non-El	LL students.								
3. Students scoring pr	oficient in writing.										
CELLA Goal #3:											
2012 Current Percent of Students Proficient in writing:											
	Problem-Solving Process to Increase Student Achievement										
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool							
No Data Submitted											

CELLA Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of soft improvement for the following the soft improvement for the following the soft improvement for the soft improvement f		nt data, and refer	ence to "G	uiding Questions", ident	ify and define areas in need
1a. FCAT2.0: Students s mathematics.	scoring at Achiev	ement Level 3 in			
Mathematics Goal #1a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solv	ing Process to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data S	Submitted		

	d on the analysis of studen provement for the following		reference to "Guiding	g Questions", identify and	define areas in need
Stud	lorida Alternate Assessr ents scoring at Levels 4, ematics Goal #1b:		S. Mathematics p three percent.	roficiency at MKL will incre	ease by at least
2012	Current Level of Perform	mance:	2013 Expecte	d Level of Performance:	
Based on Florida Alternate Assessment data, fourteen or twenty-two percent of the students in grades 3-10 assessed in math achieved level 4 or greater. Based on Florida Alternate Assessment data, twenty-f percent of the students in grades 3-10 assessed in math achieve level 4 or greater. Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of progress monitoring assessment to assess student growth and revise instructional programs.	Utilize the Brigance to acquire developmental appropriate measures of student growth.	Principal, Administrative Assistant, Grade Level Chairs	Conduct comparative analysis between growth on Brigance and increased student performance on Florida Alternate Assessment.	Data Comparision
2	Lack of or inconsistent use of resources to support instructional programs and curriculum.	Teachers will work in similar grade pairings to develop/adopt and/or consistently utilize school approved curriculum resources.	Principal, Administrative Assistant, Teachers	Utilization of professional learning community to develop common curriculum resources.	Curriculum/Resource guide aligned to standards.
3	Significant student misbehaviors prevent consistent and coherent blocks of instruction	Utilization of Positive Behavior Supports program and data reviews to schoolwide	Behavior Analyst, Principal, Administrative Assistant, Positive Behavior Supports	and strategies to minimize these	School moniotored Positive Behavior Supports Data

				Tea	am				
4	Variable communica skills/abilities of var learners.		Development and refinement of student communication program:	Pat	eech-Languag hologists, achers		Review of communica progress/effectivenes		Speech Language Pathologist and teacher data.
	d on the analysis of approvement for the fo		t achievement data, and g group:	l refei	rence to "Gui	ding	g Questions", identify	and	define areas in need
2a. F	FCAT 2.0: Students	scorir	ng at or above Achieve	ment	İ.				
Leve	el 4 in mathematics								
Math	nematics Goal #2a:								
2012	2 Current Level of P	erforr	mance:		2013 Expe	cted	d Level of Performar	nce:	
		Pr	oblem-Solving Proces	s to I	ncrease Stu	ıder	nt Achievement		
				Pers Posi	tion		cess Used to		
Anti	cipated Barrier	Strat	regy	for	onsible	Effe	ermine ectiveness of ategy	Eva	luation Tool
			No		Submitted				
	d on the analysis of approvement for the fo		t achievement data, and	l refe	rence to "Gui	ding	Questions", identify	and	define areas in need
	Florida Alternate As		· - ·						
	lents scoring at or a hematics.	above	Achievement Level 7 i	n					
Math	nematics Goal #2b:								
2012	2 Current Level of P	erforr	mance:		2013 Expe	cted	d Level of Performar	nce:	
		Pr	roblem-Solving Proces	s to I	ncrease Stu	ıder	nt Achievement		
				Pers	on or	Dro	cess Used to		
Anti	cipated Barrier	Strat	regy	for	oonsible	Dete Effe	ermine ectiveness of ategy	Eva	luation Tool
			Mo		toring Submitted		5,		
			140	uld	- Gabrillitigu				
	d on the analysis of aprovement for the fo		t achievement data, and g group:	l refei	rence to "Gui	ding	Questions", identify	and	define areas in nee
	FCAT 2.0: Percentaç s in mathematics.	ge of s	tudents making learni	ng					
Math	nematics Goal #3a:								

2013 Expected Level of Performance:

2012 Current Level of Performance:

	Problem-Solving P	rocess to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		'	Submitted		
Based on the analysis of of improvement for the fo		a, and refer	ence to "G	uiding Questions", ident	tify and define areas in need
3b. Florida Alternate A	ssessment: making Learning Gains	s in			
2012 Current Level of F	Performance:		2013 Exp	pected Level of Perform	mance:
	Problem-Solving P	rocess to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Submitted		
of improvement for the for	ollowing group: e of students in Lowest		ence to "G	uiding Questions", ident	tify and define areas in need
2012 Current Level of F	Performance:		2013 Expected Level of Performance:		
	Problem-Solving P	rocess to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		

ı

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need from provement for the following subgroup: Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need from the following subgroup: Problem-Solving Process to Increase Student Achievement Proposition Responsible for Mailting and the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need from the following subgroup: Problem-Solving Process to Increase Student Achievement Process Used to Determine Etievel of Performance: Process Used to Determine Etievel Mailting Questions, identify and define areas in need from the following subgroup: Responsible for Mailting Questions, identify and define areas in need of improvement for the following subgroup: Strategy Responsible for Mailting Questions, identify and define areas in need of improvement for the following subgroup: 2013 Expected Level of Performance: Process Used to Determine Questions, identify and define areas in need of improvement for the following subgroup: 2014 Expected Level of Performance: 2015 Expected Level of Performance: 2016 Expected Level of Performance: 2017 Expected Level of Performance: 2018 Expected Level of Performance: 2019 Expected Level of Performance: 201	Based on Amb	oitious but A	chievable Annual	Measurable	Object	ives (AMO:	s), AMO-2, I	Reading and M	lath Pe	erformance Target
Massurable Objectives (AMOS). In six year school will reduce their achievement gap by 50%. Baseline data 2011-2012 2012-2013 2013-2014 2014-2015 2018-2016 2016-2017 Basel on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: 2012 Current Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Position Responsible for Menitoring No Data Submitted Process Used to Evaluation Tool Strategy No Data Submitted Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Parson or Position Responsible for Sudding Questions", identify and define areas in need of improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: 2012 Current Level of Performance: Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Forest Used to Determine Effectiveness of Strategy Forest Used to Determine Effectiveness of Strategy Final Effectiveness of Strategy	54 Amhitious	hut Achieva	ahle Annual	Elementary	y Schoo	l Mathema	tics Goal #			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 55. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: 2012 Current Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Position Responsible for Monitoring No Data Submitted Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: SC. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: 2012 Current Level of Performance: Problem-Solving Process to Increase Student Achievement Problem-Solving Process to Increase Student Achievement Process Used to Determine Coulding Questions", identify and define areas in need of improvement for the following subgroup: SC. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: 2012 Current Level of Performance: Problem-Solving Process to Increase Student Achievement Process Used to Determine Coulding Cuestions of Strategy Process Used to Determine Coulding Cuestion Coulding	Measurable Ol	bjectives (Al	MOs). In six year							
of improvement for the following suggroup: BB. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Position On Determine Effectiveness of Strategy No Data Submitted Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 50. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: 2012 Current Level of Performance: Problem-Solving Process to Increase Student Achievement Proposition Responsible for Strategy Person or Position Responsible Effectiveness of Strategy Person or Position Responsible Effectiveness of Strategy Evaluation Tool Effectiveness of Strategy		2011-201	2 2012-2013	2013-	2013-2014 2014-2015		2014-2015		6	2016-2017
of improvement for the following suggroup: BB. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Position On Determine Effectiveness of Strategy No Data Submitted Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 50. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: 2012 Current Level of Performance: Problem-Solving Process to Increase Student Achievement Proposition Responsible for Strategy Person or Position Responsible Effectiveness of Strategy Person or Position Responsible Effectiveness of Strategy Evaluation Tool Effectiveness of Strategy										
Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Position Responsible for Monitoring No Data Submitted Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement 2013 Expected Level of Performance: 2013 Expected Level of Performance: Process Used to Determine define areas in need for the following subgroup: 2014 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Process Used to Determine Effectiveness of Strategy Evaluation Tool Strategy					nd refer	ence to "G	Guiding Ques	tions", identify	y and o	define areas in need
2012 Current Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Position Responsible for Monitoring No Data Submitted Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: 2012 Current Level of Performance: Problem-Solving Process to Increase Student Achievement Process Used to Determine Evaluation Tool Strategy Process Used to Determine Evaluation Tool Strategy Process Used to Determine Evaluation Tool Strategy Process Used to Determine Effectiveness of Strategy Evaluation Tool Strategy	Hispanic, Asi	an, America	an Indian) not n							
Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Person or Position Responsible for Monitoring No Data Submitted Responsible for Monitoring No Data Submitted Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: 2012 Current Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Position Responsible for Monitoring Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Evaluation Tool for Strategy Evaluation Tool for Strategy	Mathematics	Goal #5B:								
Anticipated Barrier Strategy Person or Position Responsible for Monitoring No Data Submitted No Data Submitted Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: 2012 Current Level of Performance: 2013 Expected Level of Performance: Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Evaluation Tool Strategy Evaluation Tool Strategy Evaluation Tool	2012 Current	t Level of P	erformance:			2013 Exp	pected Leve	el of Performa	ance:	
Anticipated Barrier Strategy Person or Position Responsible for Monitoring No Data Submitted No Data Submitted Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: 2012 Current Level of Performance: 2013 Expected Level of Performance: Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Evaluation Tool Strategy Evaluation Tool Strategy Evaluation Tool										
Anticipated Barrier Strategy Position Responsible for Monitoring No Data Submitted No Data Submitted No Data Submitted Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: 2012 Current Level of Performance: Problem-Solving Process to Increase Student Achievement Process Used to Determine Effectiveness of Strategy Process Used to Determine Effectiveness of Strategy Evaluation Tool Evaluation Tool Evaluation Tool Evaluation Tool Evaluation Tool Strategy			Problem-Sol	Iving Proce	ess to I	ncrease S	Student Ach	ievement		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Evaluation Tool	Anticipated I	Barrier	Strategy	Posit Resp for		ion Determine Effectiveness		е	Eval	luation Tool
of improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Evaluation Tool Strategy				N	o Data S	Submitted				
of improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Evaluation Tool Strategy										
Anticipated Barrier Strategy Strategy Satisfactory progress in mathematics. 2013 Expected Level of Performance: 2013 Expected Level of Performance: 2013 Expected Level of Performance: Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Evaluation Tool	Based on the of improvement	analysis of s	student achievem llowing subgroup:	ent data, ar	nd refer	ence to "G	Guiding Ques	tions", identify	y and o	define areas in need
2012 Current Level of Performance: Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Evaluation Tool	_	0 0		ot making						
Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Evaluation Tool	Mathematics	Goal #5C:								
Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Evaluation Tool	2012 Current	t Level of P	erformance:			2013 Exp	pected Leve	el of Performa	ance:	
Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Evaluation Tool										
Anticipated Barrier Strategy Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy			Problem-Sol	Iving Proce	ess to I	ncrease S	Student Ach	ievement		
	Anticipated I	Barrier	Strategy		Posit Resp for	ion onsible	Determin Effective	е	Eval	luation Tool
				N	o Data S	Submitted				

5D. Students with Disa satisfactory progress		king				
Mathematics Goal #5[D:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perforn	nance:	
	Problem-Solving	Process to	Increase S	tudent Achievement		
Anticipated Barrier	Strategy	Pos Res for	son or ition ponsible nitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Data	Submitted			
Based on the analysis o of improvement for the		lata, and refe	erence to "G	uiding Questions", identi	ify and define areas in need	
5E. Economically Disa satisfactory progress		ot making				
Mathematics Goal #5	Ξ:					
2012 Current Level of	Performance:		2013 Exp	2013 Expected Level of Performance:		
	Problem-Solving	Process to	Increase S	tudent Achievement		
Anticipated Barrier	Strategy	Pos Res for	son or ition ponsible nitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Data	Submitted			
				End of Elen	mentary School Mathematics Goal	
Middle School Mat	hematics Goals					
* When using percentages	, include the number of st	udents the per	centage repr	esents (e.g., 70% (35)).		
Based on the analysis o of improvement for the		lata, and refe	erence to "G	uiding Questions", identi	ify and define areas in need	
1a. FCAT2.0: Students mathematics.		ent Level 3 i	n			
Mathematics Goal #1a	a:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perforn	nance:	

of improvement for the following subgroup:

	Problem-Solving Proces	ss to Increase St	udent Achievement	
Anticipated Barrier	Person or Position d Barrier Strategy Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data Submitted		

Based on the analysis of student achieve of improvement for the following group:	ement data, and ref	erence to "Guiding	Questions", identify and o	define areas in need	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and of Mathematics Goal #1b:	Mathematics prothree percent.	Mathematics proficiency at MKL will increase by at least three percent.			
2012 Current Level of Performance:	2013 Expected	2013 Expected Level of Performance:			
Based on Florida Alternate Assessment of percent of the students in grades 3-10 achieved level 4 or greater.	Based on Florida Alternate Assessment data, 25 percent of the students in grades 3-10 assessed in math will achieve level 4 or greater.				
Problem-	Solving Process to	Increase Studer	nt Achievement		
		Person or	Process Used to		

Position Determine **Evaluation Tool** Anticipated Barrier Strategy Responsible for Effectiveness of Monitoring Strategy Lack of progress Utilize the Brigance to Principal, Conduct comparative Data Comparision monitoring assessment to acquire developmental Administrative analysis between growth assess student growth appropriate measures of Assistant, Grade on Brigance and and revise instructional student growth. Level Chairs increased student programs. performance on Florida Alternate Assessment. Behavior Analyst, Significant student Utilization of Positive Data reviews to identify School moniotored misbehaviors prevent Behavior Supports Principal, loss of instructional time Positive Behavior consistent and coherent program and data Administrative and strategies to Supports Data Assistant, Positive reviews to schoolwide blocks of instruction minimize these Behavior Supports interuptions. Variable communication Development and Speech-Language Review of communication Speech Language Pathologists, skills/abilities of various refinement of student progress/effectiveness. Pathologist and learners. communication programs. Teachers teacher data.

Based on the analysis of student achievement data, and refer of improvement for the following group:	ence to "Guiding Questions", identify and define areas in need
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to I	ncrease Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data Submitted		

Based on the analysis of stu of improvement for the follo		ata, and refer	ence to "Gı	uiding Questions", ider	ntify and define areas in need
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.					
Mathematics Goal #2b:					
2012 Current Level of Performance:			2013 Exp	ected Level of Perfor	rmance:
	Problem-Solving	Process to I	ncrease St	tudent Achievement	
Anticipated Barrier S	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data S	Submitted		
Based on the analysis of stu of improvement for the follo	udent achievement da wing group:	ata, and refer	ence to "Gı	uiding Questions", ider	ntify and define areas in need
3a. FCAT 2.0: Percentage gains in mathematics. Mathematics Goal #3a:	of students making	learning			
2012 Current Level of Performance:			2013 Exp	ected Level of Perfor	rmance:
	Problem-Solving	Process to I	ncrease St	tudent Achievement	

	Problem-Solving Proces	ss to Increase St	tudent Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data Submitted		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment:

Percentage of students making Learning Gains in mathematics.

Mathematics	Goal #3b:							
2012 Current	Level of Po	erformance:		2013 Exp	ected Leve	el of Performa	nce:	
		Problem-Sol	ving Process to	I ncrease St	udent Ach	ievement		
		<u> </u>						
Anticipated E	3arrier	Strategy	Posi Resp for	son or tion consible itoring	n Determine Effectiveness of		Evalua	tion Tool
			No Data	Submitted				
Based on the a of improvemen			ent data, and refe	rence to "Gu	uiding Ques	tions", identify	and def	ine areas in need
		e of students in L n mathematics.	owest 25%					
Mathematics	Goal #4:							
2012 Current	Level of Po	erformance:		2013 Exp	ected Leve	el of Performa	nce:	
		Problem-Sol	ving Process to	I ncrease St	udent Ach	ievement		
Anticipated E	3arrier	Strategy	Posi Resp for	on or tion ponsible Process I Determin Effective Strategy		е	Evalua	tion Tool
				Submitted			1	
Based on Amb	itious but A	chievable Annual	Measurable Objec	tives (AMOs), AMO-2, F	Reading and Ma	ith Perfo	ormance Target
	jectives (Al	able Annual MOs). In six year hievement gap	Middle School Ma	thematics G	oal #			_
Baseline data 2010-2011	2011-201	2 2012-2013	2013-2014	2014	1-2015	2015-2016	5	2016-2017
		student achievemo	ent data, and refe	rence to "Gu	uiding Ques	tions", identify	and def	ine areas in need
5B. Student s Hispanic, Asia	ubgroups l an, America	by ethnicity (Whan Indian) not mathematics.						
Mathematics	Goal #5R·							

2012 Current Level of Performance:			2013 Expected Level of Performance:			
	Problem-Solving Proce	ess to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	Perso Positi Strategy Respo for Monit		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	N		Submitted	1		
Based on the analysis of softimprovement for the fo	student achievement data, ar Ilowina subaroup:	nd refer	ence to "G	uiding Questions", identify	and define areas in need	
	earners (ELL) not making					
2012 Current Level of P	erformance:		2013 Exp	ected Level of Performa	ance:	
	Problem-Solving Proce	ess to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	N	o Data :	Submitted			
Based on the analysis of softimprovement for the fo	student achievement data, ar Ilowina subaroup:	nd refer	ence to "G	uiding Questions", identify	and define areas in need	
	ilities (SWD) not making					
Mathematics Goal #5D:						
2012 Current Level of Performance:			2013 Expected Level of Performance:			
	Problem-Solving Proce	ess to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	N		Submitted	•	•	

Based on the analysis of improvement for the		it data, and refer	ence to "G	Guiding Questions", iden	tify and define areas in need
5E. Economically Disa satisfactory progress	_	s not making			
Mathematics Goal #5	E:				
2012 Current Level of	Performance:		2013 Exp	pected Level of Perfor	mance:
	Problem-Solvi	ing Process to I	ncrease S	itudent Achievement	
Anticipated Barrier Strategy Posit Resp for		on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Data	Submitted		
				5.1	

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas n need of improvement for the following group:					
		Mathematics proficiency at MKL will increase by at least three percent.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Based on Florida Alternate Assessment data, fourteen or 22 percent of the students in grades 3-10 assessed in math achieved level 4 or greater.		Based on Florida Alternate Assessment data, 25 percent of the students in grades 3-10 assessed in math will achieve level 4 or greater.			
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	
for			Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Based on the analysis of student achievement data, and rein need of improvement for the following group:	eference to "Guiding Questions", identify and define areas
2. Florida Alternate Assessment: Students scoring at	
or above Level 7 in mathematics.	
Mathematics Goal #2:	

	Problem-Solving Proce	ess to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or tion ponsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	N	o Data S	Submitted		
Rasad on the analysis o	f student achievement data	and r	eference to	"Guiding Ouestions"	identify and define areas
	for the following group:	a, and r	CICICIICO II	dualing Questions ,	dentify and define areas
making learning gains		udents			
Mathematics Goal #3:			0010 5	anta di anta di Banfan	
2012 Current Level of	Performance:		2013 Exp	ected Level of Perfor	mance:
	Problem-Solving Proce	ess to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	N		Submitted		
Igobro End of Co	uras (FOC) Cools				
Igebra End-of-Co	i, include the number of stude	nts the µ	percentage	represents (e.g., 70% (3	5)).
	f student achievement data				
of improvement for the	following group:				-
_	t Achievement Level 3 in .	Aigebr	a.		
Algebra Goal #1:					
2012 Current Level of	Performance:		2013	Expected Level of Pe	rformance:
	Problem-Solving Pr	ocess	to Increas	se Student Achieveme	ent

2013 Expected Level of Performance:

2012 Current Level of Performance:

Anticipated E	arrier	Strategy		for		Process L Determin Effective Strategy	е	Evalu	uation Tool
			No	Data S	Submitted				
Based on the a of improvemen			ent data, and	l refer	ence to "Gu	uiding Ques	tions", identify	and d	efine areas in need
2. Students so and 5 in Algeb		or above Achieve	ement Level	s 4					
Algebra Goal	#2:								
2012 Current	Level of P	erformance:			2013 Exp	ected Leve	el of Performar	nce:	
		Problem-Sol	ving Proces	s to I	ncrease St	udent Ach	nievement		
Anticipated E	Anticipated Barrier Strategy Posit Resp			for		Process Used to Determine Effectiveness of Strategy Evaluation Tool		uation Tool	
			No		Submitted			1	
Based on Amb	tious but A	chievable Annual	Measurable (Object	ives (AMOs)), AMO-2, I	Reading and Ma	ıth Per	formance Target
3A. Ambitious	but Achieva	able Annual	Algebra Goa	l #					A.
Measurable Ob	jectives (Al	MOs). In six year chievement gap	3A :						<u> </u>
Baseline data 2010-2011	2011-201	2 2012-2013	2013-20	014	2014	1-2015	2015-2016	5	2016-2017
		student achieveme llowing subgroup:	ent data, and	l refer	ence to "Gu	uiding Ques	tions", identify	and d	efine areas in need
	an, Americ	by ethnicity (Wh an Indian) not m Algebra.							
Algebra Goal	#3B:								
2012 Current	2012 Current Level of Performance:				2013 Exp	ected Leve	el of Performai	nce:	
		Problem-Sol	ving Proces	s to I	ncrease St	udent Ach	nievement		

Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data S	Submitted		
Based on the analysis of softimprovement for the fol	student achievement data, a llowing subgroup:	and refer	ence to "G	uiding Questions", identii	y and define areas in nee
BC. English Language Le satisfactory progress in	earners (ELL) not making Algebra.				
Algebra Goal #3C:					
2012 Current Level of Po	erformance:		2013 Exp	ected Level of Perform	ance:
	Problem-Solving Proc	ess to L	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1		Submitted	1	
Based on the analysis of s of improvement for the fol	student achievement data, a llowing subgroup:	and refer	ence to "G	uiding Questions", identil	ry and define areas in ne
BD. Students with Disab satisfactory progress in	ilities (SWD) not making Algebra.				
Algebra Goal #3D:					
	erformance:		2013 Exp	ected Level of Perform	ance:
Algebra Goal #3D: 2012 Current Level of Po	erformance:		2013 Exp	ected Level of Perform	ance:
	erformance: Problem-Solving Proc	ess to II			ance:
		ess to II	ncrease S		ance:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.

Algebra Goal #3E:

2012 Current Level of Performance:		2013 Expected Level of Performance:			
	Problem-Solvin	g Process to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Person Position Respon for Monitor		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data :	Submitted		

EOC Goals

					5 / 64 /
					End of Algebra
Geometry End-of-	Course (EOC) Goals				
* When using percentages	s, include the number of stud	dents the p	percentage	represents (e.g., 70% (3	5)).
	of student achievement da t for the following group:	ta, and r	eference to	o "Guiding Questions",	identify and define areas
1. Students scoring a Geometry.	t Achievement Level 3 ir	า			
Geometry Goal #1:					
2012 Current Level of	f Performance:		2013 Exp	pected Level of Perfor	rmance:
	Problem-Solving Prod	cess to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		
	of student achievement da t for the following group:	ta, and r	eference to	o "Guiding Questions",	identify and define areas
2. Students scoring a 4 and 5 in Geometry.	t or above Achievement	Levels			
Geometry Goal #2:					
2012 Current Level of	f Performance:		2013 Exp	pected Level of Perfor	rmance:
	Problem-Solving Prod	cess to I	ncrease S	tudent Achievement	

Anticipated Barrier	Strategy	Responsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data Submitted		

Based on Ambitiou Target	ıs but Ac	:hievable	Annual Measurab	le Ob	jectives (A	MOs), A	AMO-2, Reading a	nd Math Performance	
3A. Ambitious but	Achieval	hle	Geometry Goal #						
Annual Measurable (AMOs). In six yeareduce their achie 50%.	e Objecti ar school	ives will gap by	3A :					<u>A</u>	
Baseline data 2011-2012	2012-	-2013	2013-2014		2014-20	15	2015-2016	2016-2017	
Based on the analy				and r	eference to	g "Guid	ing Questions", id	entify and define areas	
3B. Student subg Hispanic, Asian, a satisfactory prog	America	n Indiar	n) not making	K,					
Geometry Goal #	3B:								
2012 Current Lev	el of Pe	erformar	ice:		2013 Expected Level of Performance:				
	F	² roblem	-Solving Process	s to I	ncrease S	tudent 	Achievement		
Anticipated Barr	ier St	trategy		Positi Resp for	son or lition Determine Effectiveness of Strategy Process Used to Determine Evaluation Tool			Evaluation Tool	
			No	Data	Submitted				
Based on the analy in need of improve				and r	eference to	"Guid	ing Questions", id	entify and define areas	
3C. English Langusatisfactory prog	_		_						
Geometry Goal #	3C:								
2012 Current Lev	el of Pe	erformar	nce:		2013 Exp	ected	Level of Perform	ance:	

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier		Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data Submitted		

	f student achievement data, for the following subgroup:	and r	eference to	o "Guiding Questions", ic	dentify and define areas
satisfactory progress	abilities (SWD) not making in Geometry.	ı			
Geometry Goal #3D:					
2012 Current Level of Performance:			2013 Exp	ected Level of Perform	nance:
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	
Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy					Evaluation Tool
	No	Data S	Submitted		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define in need of improvement for the following subgroup:					lentify and define areas
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.					
Geometry Goal #3E:					
2012 Current Level of	Performance:		2013 Exp	pected Level of Perform	nance:
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No	Data	Submitted		

End of Geometry EOC Goals

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
		١	No Data Submitte	d		

Mathematics Budget:

Evidence-based Program(s)/N	Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional supplies and materials	Acquisition of curriculum materials and supplies needed to assist in promoting mathematics proficiency.	Title I	\$1,809.00
			Subtotal: \$1,809.00
			Grand Total: \$1,809.00

End of Mathematics Goals

Elementary and Middle School Science Goals

Based on the analysis of areas in need of improven			I reference to "(Guiding Questions", ide	ntify and define		
1a. FCAT2.0: Student Level 3 in science. Science Goal #1a:	s scoring at Achiever	nent	Science proficiency at MKL will increase by at least three percent.				
2012 Current Level of	Performance:	2013 Expected Level of Performance:					
Based on Florida Alternate Assessment data, 12 or forty-eight percent of the students in grades 3-10 assessed in science achieved level 4 or greater. Based on Florida Alternate Assessment data, fiff percent of the students in grades 3-10 assessed science will achieve level 4 or greater.					0 assessed in		
Problem-Solving Process to Increase Student Achievement							
			Porcon or	Process Used to			

^{*} When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	monitoring assessment to assess student	acquire developmental	Administrative Assistant Science Teachers	Conduct comparative analysis between growth on Brigance and increased student performance on Florida Alternate Assessment	Data Comparison
		Teachers will work to develop science curriculum and resources needed to achieve benchmarks.	Science Teachers		Teacher feedback and benchmark analysis

		udent achievement data ent for the following grou		reference to	o "Guiding Questions", id	dentify and define
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:				Science proficiency at MKL will increase by at least three percent.		
2012	2 Current Level of Per	formance:		2013 Expe	cted Level of Performa	ance:
Based on Florida Alternate Assessment data, 12 or forty-eight percent of the students in grades 3-10 assessed in science achieved level 4 or greater.				Based on Florida Alternate Assessment data, fifty-one percent of the students in grades 3-10 assessed in science will achieve level 4 or greater.		
	Pro	blem-Solving Process	s to Ir	ncrease Stu	udent Achievement	
	Anticipated Barrier	Strategy	P Resp	erson or osition onsible for onitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of progress monitoring assessment to assess student growth and revise instructional programs.	Utilize the Brigance to acquire developmental appropriate measures of student growth.	Assist	nistrative	Conduct comparative analysis between growth on Brigance and increased student performance on Florida Alternate Assessment.	Data Comparision
2	Lack of or inconsistent use of resources to support instructional programs and curriculum.	Teachers will work in similar grade pairings to develop/adopt and/or consistently utilize school approved curriculum resources.	Assist Teach	nistrative tant,	Utilization of professional learning community to develop common curriculum resources.	Curriculum/Resource guide aligned to standards.
3	Significant student misbehaviors prevent consistent and coherent blocks of instruction	Utilization of Positive Behavior Supports program and data reviews to schoolwide	Behavior Analyst, Principal, Administrative Assistant, Positive Behavior Supports Team		Data reviews to identify loss of instructional time and strategies to minimize these interuptions.	School moniotored Positive Behavior Supports Data
4	Variable communication skills/abilities of various learners.	Development and refinement of student communication programs.	Speed Langu Patho Teach	uage ologists,	Review of communication progress/effectiveness.	Speech Language Pathologist and teacher data.

ased on the analysis of student achievement data, and reference to "Guiding Questions", identify and define reas in need of improvement for the following group:				
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			

Problem-Solving Process to Increase Student Achievement								
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
No Data Submitted								

	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define reas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:						
2012 Current Level of Performance:			2013 Expected Level of Performance:			
	Problem-Solving Process	s to I	ncrease S	itudent Achievement		
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible ttoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No Data Submitted					

Florida Alternate Assessment High School Science Goals

	ased on the analysis of student achievement data, and reference to "Guiding Questions", identify and define reas in need of improvement for the following group:							
at Le	rida Alternate Assess vels 4, 5, and 6 in scie ce Goal #1:	ment: Students scoring ence.	Science proficiency at MKL will increase by at least three percent.					
2012 Current Level of Performance:			2013 Expecte	2013 Expected Level of Performance:				
forty-	on Florida Alternate As eight percent of the stu sed in science achieved	idents in grades 3-10	Based on Florida Alternate Assessment data, fifty-one percent of the students in grades 3-10 assessed in science will achieve level 4 or greater.					
	Problem-Solving Process to Increase Student Achievement							
			Person or	Drocess Used to				

^{*} When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	monitoring assessment to assess student	acquire developmental appropriate measures	Administrative Assistant Science Teachers	Conduct comparative analysis between growth on Brigance and increased student performance on Florida Alternate Assessment	Data Comparison
		develop science	Science Teachers		Teacher feedback and benchmark analysis

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:						
2. Florida Alternate A at or above Level 7 in	ssessment: Students sco science.	ring				
Science Goal #2:						
2012 Current Level of Performance:			2013 Exp	pected Level of Perfor	mance:	
	Problem-Solving Process	s to I	ncrease S	Student Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No	Data S	Submitted			

Biology End-of-Course (EOC) Goals

Based on the analysis of student achievement data, an areas in need of improvement for the following group:	d reference to "Guiding Questions", identify and define
Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to	Increase Student Achievement

^{*} When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data Submitted		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:						
2. Students scoring a Levels 4 and 5 in Biol						
Biology Goal #2:						
2012 Current Level o		2013 Expected Level of Performance:				
	Problem-Solving Proces	ss to I	ncrease S	Student Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted						

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring	
No Data Submitted							

Science Budget:

Evidence-based Program(s)/Material(s)					
Strategy	Description of Resources	Funding Source	Available Amount		
No Data	No Data	No Data	\$0.00		
		-	Subtotal: \$0.00		
Technology					
Strategy	Description of Resources	Funding Source	Available Amount		
No Data	No Data	No Data	\$0.00		

			Subtotal: \$0.00
Professional Developr	ment		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of in need of improvement	student achievement data, for the following group:	and r	eference to	o "Guiding Questions", id	entify and define areas
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		Writing proficiency at MKL will increase by at least three percent.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Based on Florida Alternate Assessment data, forty-five percent (10) of the students in grades 4-10 assessed in writing achieved level 4 or greater.		Based on Florida Alternate Assessment data, forty-eight percent of the students in grades 4-10 assessed in writing will achieve level 4 or greater.			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

1	d on the analysis of stude ed of improvement for the		nd reference to "Gu	iding Questions", identif	y and define areas
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:			Writing proficiency at MKL will increase by at least three percent.		
2012 Current Level of Performance:		2013 Expected	2013 Expected Level of Performance:		
Based on Florida Alternate Assessment data, forty-five percent (10) of the students in grades 4-10 assessed in writing achieved level 4 or greater.		in percent of the	Based on Florida Alternate Assessment data, forty-eight percent of the students in grades 4-10 assessed in writing will achieve level 4 or greater.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Schoolwide writing program is not consistently implemented.	J 1	1 '	Samples and Data	Writing Rubric Scores and work samples
2	Lack of schoolwide writing rubric.	adoption of schoolwide writing rubric to	Administrative Assistant, Grade Group Chairs,	Survey of teachers to determine effectiveness of rubric to improve student writing profiency.	Survey of teachers

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring			
No Data Submitted									

Writing Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

^{*} When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:						
1. Students scoring at Civics Goal #1:	Achievement Level 3 in C		NA - no students take Civics courses with an applicable assessessment/End of Course Exam.			
2012 Current Level of	Performance:		2013 Exp	ected Level of Perform	nance:	
NA - no students take C assessessment/End of C	civics courses with an applica ourse Exam.	able	NA - no students take Civics courses with an applicable assessessment/End of Course Exam.			
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted						

	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
			NA - no students take Civics courses with an applicable assessessment/End of Course Exam.			
2012 Current Level of	2012 Current Level of Performance:			ected Level of Perform	nance:	
NA - no students take Civics courses with an applicable assessessment/End of Course Exam.			NA - no students take Civics courses with an applicable assessessment/End of Course Exam.			
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted						

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring		
No Data Submitted								

Civics Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics Goals

U.S. History End-of-Cource (EOC) Goals

4 and 5 in U.S. History.

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:						
			NA - no students take US History courses with an applicable assessessment/End of Course Exam.			
2012 Current Level of Performance:			2013 Exp	2013 Expected Level of Performance:		
NA - no students take US History courses with an applicable assessessment/End of Course Exam.			NA - no students take US History courses with an applicable assessessment/End of Course Exam.			
	Problem-Solving Proces	s to I	ncrease S	Student Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted						

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels

NA - no students take US History courses with an

U.S. History Goal #2:			applicable assessessment/End of Course Exam.			
2012 Current Level of	2012 Current Level of Performance:			2013 Expected Level of Performance:		
NA - no students take US History courses with an applicable assessessment/End of Course Exam.			NA - no students take US History courses with an applicable assessessment/End of Course Exam.			
	Problem-Solving Proces	ncrease S	tudent Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted						

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring			
No Data Submitted									

U.S. History Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developr	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Attendance Goal(s)

^{*} When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need								
	of improvement:							
1. At	tendance		Ctual and a second					
Atter	ndance Goal #1:		percent.	rage daily attendance rate	will increase by 2			
2012	Current Attendance R	ate:	2013 Expec	ted Attendance Rate:				
			Student daily 90%.	Student daily attendance for all students will average 90%.				
	Current Number of Stunces (10 or more)	udents with Excessive	2013 Expec Absences (ted Number of Students 10 or more)	with Excessive			
94			50	50				
1	Current Number of Stuies (10 or more)	udents with Excessive		2013 Expected Number of Students with Excessive Tardies (10 or more)				
0			0	0				
	Pro	blem-Solving Process t	to Increase Stu	dent Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible fo Monitoring	Process Used to Determine or Effectiveness of Strategy	Evaluation Tool			
1	Students with fragile health conditions are likely to experience higher rates of absences when compared to their non disabled peers.	Staff will utilize and promote universal precautions and promote high levels of handwashing.	Administration, Nurses, Teache Paraprofessiona	Student attendance will s, be monitored and reported monthly	School student attendance data base			

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

 ${\it Please note that each Strategy does not require a professional development or PLC activity.}$

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring	
No Data Submitted							

Attendance Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: 1. Suspension The number of suspensions will remain at 0%. Suspension Goal #1: 2012 Total Number of In-School Suspensions 2013 Expected Number of In-School Suspensions There were no in school suspensions. There will not be any in school suspensions. 2013 Expected Number of Students Suspended In-2012 Total Number of Students Suspended In-School School None None 2013 Expected Number of Out-of-School 2012 Number of Out-of-School Suspensions Suspensions It is expected that 0 suspensions may take place during No suspensions occured during the 2011-12 school year. the 2012-13 school year. 2012 Total Number of Students Suspended Out-of-2013 Expected Number of Students Suspended Out-School of-School No students were suspended during the 2011-12 school It is expected that no students may be suspended during year. the school year.

Problem-Solving Process to Increase Student Achievement							
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1		Development of Behavior Intervention Plans to address inappropriate behaviors.		Monthly review of loss of instructional time sheets and student data	Loss of instructional time sheets and and classroom data.		

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
		Ν	lo Data Submitted	d		

Suspension Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

^{*} When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

	d on the analysis of pare ed of improvement:	ent involvement data, ar	nd re	eference to "Gu	uiding Questions", identify	y and define areas	
1. Dropout Prevention							
Drop	oout Prevention Goal #	1:		There will not	t be any students droppi	ng out of school.	
	ase refer to the percenta ped out during the 2011	0					
2012	2 Current Dropout Rate	:		2013 Expect	ed Dropout Rate:		
There	e were no drop outs duri	ng the 2011-12 school y	ear.	There will not be any students dropping out of school during the 2012-13 school year.			
2012	2 Current Graduation R	ate:		2013 Expected Graduation Rate:			
100%	ó			100%			
	Pro	bblem-Solving Process	to I	ncrease Stud	lent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Student illnesses may deter parents from expecting students ages 16-22 from remaining in school should they experience significant illnesses.	Student Study Teams will meet with parents to ensure students continue to receive a Free Appropriate Public Education, FAPE, as is required by law.	Guidance Counselor, ESE Resource Teacher		Review of student data	Student drop out and hospital/homebound enrollment data	

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
		N	No Data Submitted	d		

Dropout Prevention Budget:

Evidence-based Progr	ram(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
Professional Developme	ent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
	•		Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

1	Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:						
1. Parent Involvement							
Parent Involvement Goal #1:				Facility and the second second	III. a sanki sina sina sana sana sana		
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					Il participate in one or m g the current school yea		
2012	2 Current Level of Parer	nt I nvolvement:		2013 Expecte	d Level of Parent Invo	Ivement:	
Data	Data Not Available			Parental participation in at least one school activity will be 100%.			
	Pro	blem-Solving Process t	to I r	ncrease Stude	nt Achievement		
		Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	Parents may not have time during the traditional school day to participate in a school activity.	School activities will be varied between days of the week and times of the day to provide maximum flexibility to achieve parental involvement.	Prir Gui	sistant ncipal, dance unselor	Parental involvement will be examined monthly.	Sign in sheets from school activities and IEP meetings.	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
		Ν	lo Data Submitte	d		

Parent Involvement Budget:

Evidence-based Program(s)/Ma	terial(s)		
Strategy	Description of Resources	Funding Source	Availabl Amoun
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Technology			
Strategy	Description of Resources	Funding Source	Available Amoun
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amoun
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Other			
Strategy	Description of Resources	Funding Source	Available Amoun
Parent Involvement Specialist	Dedicated staff member to facilitate communications between school and home. Resource to assist parents with questions regarding their child's educational program.	Title I	\$10,240.00
Teacher Presenters/Facilitators for Parent Workshop	Regularly scheduled parent workshops with parents to assist in developing their skills and knowledge.	Title I	\$286.00
Increased communications with parents and families	Postage stamps and paper needed to send letters and notes to parents regarding their child's educational program and presentations at the school.	Title I	\$461.00
			Subtotal: \$10,987.0
			Grand Total: \$10,987.0

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

^{*} When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM NA, all students attending this school are assessed using the Florida Alternate Assessment					
Problem-Solving Process to Increase Student Achievement					

Anticipated Barrier	Strategy	tor	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	ent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:

1. CTE

CTE Goal #1:				idents attending this sch a Alternate Assessment.	ool are assessed using
	Problem-Solving Proc	ess to Inci	rease S	tudent Achievement	
Anticipated Barrier	Strategy	Person Position Respon for Monitor	n Isible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Progra		Description of	Europhines Course	A. (a.11 - 1-1 - A
Goal	Strategy	Resources	Funding Source	Available Amoun
No Data	No Data	No Data	No Data	\$0.00
echnology	_	_	_	Subtotal: \$0.0
Goal	Strategy	Description of Resources	Funding Source	Available Amoun
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.0
Professional Developm	nent			
Goal	Strategy	Description of Resources	Funding Source	Available Amoun
Reading	Four Blocks of Reading Professional Development Study Group	Workshop for teachers to increase knowledge and skills necessary to implement the Four Blocks of Reading Program (note this program also addresses writing for our student population)	Title 1	\$2,410.00
				Subtotal: \$2,410.0
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amoun
Reading	Media Center Paraprofessional	Dedicated paraprofessional to assist students with development of literacy skills and access to media resources	Title 1	\$12,603.00
Reading	Instructional materials	Acquisition of additional instructional materials to icrease literacy skills and reading proficiency.	Title I	\$2,000.00
Mathematics	Instructional supplies and materials	Acquisition of curriculum materials and supplies needed to assist in promoting mathematics proficiency.	Title I	\$1,809.00
Parent Involvement	Parent Involvement Specialist	Dedicated staff member to facilitate communications between school and home. Resource to assist parents with questions regarding their child's educational program.	Title I	\$10,240.00
Parent Involvement	Teacher Presenters/Facilitators for Parent Workshop	Regularly scheduled parent workshops with parents to assist in developing their skills and knowledge.	Title I	\$286.00
Parent Involvement	Increased communications with parents and families	Postage stamps and paper needed to send letters and notes to parents regarding their child's educational program and presentations at the school.	Title I	\$461.00

School-level Differentiated Accountability Compliance

jn Priority	jm Focus	jn Prevent	j n NA

Are you a reward school: jn Yes jn No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 8/29/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The SAC funds will be used to support innovative educational initiatives within the school. Teachers will apply for these funds and the SAC will award funding based on merits and relationship to SAC goals.	\$150.00

Describe the activities of the School Advisory Council for the upcoming year

The MKL SAC will meet monthly to review the school's progress toward achievement of its goals. The SAC has requested a specific curriculum presentation be made to the group at each meeting. These programs will include both curriculum initiatives as well as speech/language therapy and Special Olympics.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012 Adequate Yearly Progress (AYP) Trend Data 2010-2011 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found No Data Found No Data Found